DOCUMENT RESUME

ED 219 580 CE 033 294

TITLE General Business 101.
INSTITUTION Manitoba Dept. of Education, Winnipeg.
REPORT NO ISBN-0-86497-049-8
PUB DATE 82
NOTE 97p.; For related documents see CE 033 293-299.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Accounting; Banking; Behavioral Objectives; *Business; Business Communication; *Business Education; Clerical Occupations; *Consumer Economics; *Consumer Education; Credit (Finance); Government Role; Guidelines; Instructional Materials; Insurance; Labor Force; Learning Activities; Marketing; *Money Management; *Office Occupations Education; Personnel Selection; Productivity; Secondary Education; Vocational Education

ABSTRACT

This teaching guide contains guidelines for conducting a secondary-level general business course. Intended to serve as an introduction to business and consumer fundamentals, the course provides socioeconomic background useful to students seeking vocational preparation for office and clerical occupations. The goals and objectives of the course are outlined. Provided next are lesson goals and objectives, teachers' notes and suggested activities, and lists of suggested materials for use in teaching the following topics: the business system; the production function of business; the marketing function; the accounting function; the personnel function; business communications; money and banking; consuming; the role of credit; insurance; contract law; the growth and role of organized labor; and government, business, and consumers. Guidelines are set forth for correlating course content with support materials. Also included are a brief bibliography and a series of transparency masters. (MN)

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This guide replaces the General Business 101 guide of 1970 and becomes effective generally in September, 1982. It has been developed as part of the Socio-Economic cluster of courses designed to provide guidelines for vocational business education.

ACKNOWLEDGEMENTS

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RATIONALE

General Business 101 is one course in the socio-economic cluster. It is intended that General Business 101 be studied as part of any business education program to serve as an introduction to business and consumer fundamentals. General Business 101 provides socio-economic background useful to students who seek vocational preparation for office and clerical occupations.

General Business 101 provides insights into principles and practices commonly encountered not only in vocational business but also in personal consumer situations. This course is frequently studied by students as an elective rather than as part of a business education program. It is suited to the wide range of student abilities found in secondary schools.

EVALUATION

The objectives of the curriculum guide should be the basis for testing. General Business 101 lends itself to using guest speakers, research reports, field trips, and projects, all of which should be structured to facilitate testing.

The use of short answer tests serves to reinforce the learning of factual data. Projects and written reports would suit the student's development of the affective and cognitive areas of learning.

TIME ALLOTMENT

General Business 101 is a one-credit course for secondary schools and should be taught in 110-120 hours of instruction.

GOALS AND OBJECTIVES

I. Business Systems

The student should be able to:

- understand the role business plays in the life of an individual:
  - explain the importance of business activities in the personal, social, and civic life of an individual;
  - explain the dual role of an individual as a producer and a consumer;
  - describe the interdependency of producers and consumers;
- understand the basic concepts of our economic system:
  - explain the basic concepts of our economic system;
  - identify goods and property that can be owned by individuals, business, and government;
  - explain the purpose and importance of profit;
  - describe how competition benefits both business and
  - consumers;
  - identify and explain the factors of production;
  - list examples of the factors of production used in local businesses;
  - list the benefits and disadvantages of our economic system;
- develop an awareness of the forms of business organization:
  - explain the types and characteristics of business organizations;
  - list and discuss the advantages and disadvantages of each type of business organization;
  - classify local/provincial businesses according to type of organization;
- demonstrate an understanding of the nature of business:
  - explain the three categories;
  - identify local examples of the three categories of industry;
  - explain the interdependence of the three categories of industry;
- demonstrate an understanding of the classification of business activities by function:
  - identify and explain the common functions of business;
  - identify the functions of business in a local business;
  - describe the relationship of each function of business to the other functions.

II. The Production Function

The student should be able to:

- define the production function;
- describe the stages of production in business.

III. Marketing Function

The student should be able to:

- define the marketing function;
- list and explain the functions of marketing;
- explain the relationship of the marketing principles and functions to business and to the consumer;
- identify and explain the channels of distribution;
- demonstrate an understanding of the relationship of the standard of living to the marketing system;
- demonstrate an understanding of and identify the factors influencing buying decisions;
- develop an awareness of the necessity for the consumer to increase competence in the market system;
- explain how to increase consumer competence in the market system;
- explain the purpose and methods of market research.

IV. Accounting Function

The student should be able to:

- understand and explain the need for individuals, business, and governments to make financial plans;
- identify and explain the steps in financial planning;
- explain the relationship between financial planning and the standard of living;
- develop the ability to organize financial information and records for individuals, families, and organizations;
- apply the concepts of financial planning.

V. Personnel Function

The student should be able to:

- develop an awareness of the relationship between a business and its employees;
- identify and explain the duties of a personnel department.

VI. Communications Function

The student should be able to:

- define communication;
- identify the need for and the purpose of communication;
- identify the methods of communication.

VII. Money and Banking

The student should be able to:

- outline the historical development of systems of exchange;
- identify the need for money in a modern economy;
- explain the nature and functions of money;
- describe the factors that affect the true value of money;
- explain the concepts of inflation and deflation:
  - identify the causes of inflation;
  - describe how inflation affects the purchasing power of money;
  - outline the effect of inflation on the Canadian economy;
- develop an awareness of the importance of financial institutions to business and to consumers;
- summarize the historical development of Canadian banking:
  - describe and explain the relationship between the Bank of Canada and the Canadian banking system;
- describe the organization of branch banking system:
  - list and explain the advantages of branch banking;
- identify and explain the purposes of financial institutions other than banks;
- list and describe the major services offered by Canadian financial institutions;
- define EFTS and describe the operations of some of the current automated banking services;
- identify and explain the reasons for saving money;
- identify and describe the types of saving plans;
- identify and compare the features of stocks and bonds;
- list and describe the criteria of a good investment;
- compare and evaluate the differences between investing and saving;
- explain the importance of the investment and saving function in our economic system.

VIII. Consuming

The student should be able to:

- develop an awareness of the need to spend wisely;
- identify factors that influence spending;
- develop an awareness of the necessity for shopping by comparison;
- develop an understanding of the need for individuals, businesses, and government to conserve resources;
- explain the function of the Universal Product code;
- describe the influence, cost, benefits, and disadvantages of metrication to consumers;
- understand and describe the role of government in consumer protection;
- explain the protective features of the laws;
- recognize the consumer remedies under federal, provincial, and municipal laws;
- identify and list sources of consumer information;
- describe the role of agencies and sources of consumer protection;
- compare the advantages and disadvantages of consumer buying guides;
- develop the ability to use consumer information;
- analyze the roles of business organizations and consumer groups in relation to consumer protection.

IX. Role of Credit

The student should be able to:

- understand the importance and the function of credit in business and personal finance:
  - define the term credit;
- identify the examples of credit available to consumers, business, and government;
- identify and explain the advantages and disadvantages of using credit;
- identify the sources of consumer credit:
  - identify and explain the kinds of credit available from the various sources of credit;
  - evaluate the sources and the kinds of credit;
- develop an understanding that credit is a service for which consumers must pay:
  - identify the factors affecting the cost of credit;
  - compute the costs of different types of credit;
  - compare the costs of different types of credit;
- evaluate the various types of credit;
- understand the importance of the wise use of credit;
  - outline the proper procedures for obtaining credit;
  - identify and explain the factors affecting a credit rating of a consumer;
  - understand the effect of repayment of debts on future spending;
- demonstrate the ability to select the appropriate kind of credit;
- develop an awareness of credit and a cashless society.

X. Insurance

The student should be able to:

- develop an understanding of economic risks:
  - explain the concept of risk-sharing through insurance;
  - list the types of risks that can be insured;
- develop an awareness of different kinds of insurance;
- identify the kinds of insurance;
- identify the need for each type of insurance protection.

XI. Law

The student should be able to:

- understand the importance and the prevalence of contracts;
- define a contract;
- identify the types of contracts;
- identify and explain the elements of a contract;
- develop an awareness of the remedies for breach of contract.

XII. Labour

The student should be able to:

- develop an awareness of the reason for growth of organized labour;
- explain the role of organized labour:
  - describe the collective bargaining process;
  - explain the influence of organized labour on legislation.

XIII. Government

The student should be able to:

- identify and explain the role of government;
- identify the three levels of government;
- explain the relationship of the three levels of government to business;
- identify the services that the government provides to consumers;
- develop an awareness of the cost of government;
- identify sources of government revenue;
- list examples of government expenditures.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
I. BUSINESS SYSTEM A. Business and the Individual The student should be able to: 1. understand the role business plays in the life of an individual:	Explain the relationship between business and the consumer (public) through the use of a chart/transparency of the business consumer model. Discuss the question, "What is business?" Encourage the students to supply answers to the question and list their responses on the chalkboard. Discuss and have the students give examples of <u>goods</u> and <u>services</u>.	Transparency Master 1, "Business Consumer Model" Bulletin board display of the business/consumer model <u>BUSINESS</u>: An organization that produces goods or services or goods and services <u>GOODS</u>: Things of value which are tangible (can be touched) <u>SERVICES</u>: Things of value which cannot be touched
a) explain the importance of business activities in the personal, social, and civic life of an individual;	Emphasize the interdependence of the various segments of present-day society. Have the students develop a list of business activities that influence the personal, social, and civic life of an individual.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
b) explain the dual role of an individual as a producer and a consumer;	Discuss and define the terms <u>producer</u> and <u>consumer</u>. Refer to the business/consumer model. Explain that people are central to the business world because businesses exist to produce the goods and services that people need and want, as well as to employ people to produce these goods and services.	<u>PRODUCER</u>: A person or an enterprise that makes goods and/or provides services <u>CONSUMER</u>: Anyone who uses goods and/or services
c) describe the interdependency of producers and consumers.	Discuss, define, and give examples of needs and wants. Have the students prepare a poster illustrating the difference between needs and wants. Have the students survey the community and prepare a list of business firms which are producers. Emphasize that producers need consumers to purchase goods/services and to work to produce goods/services. Point out that consumers need producers to provide goods/services and to provide employment. Have the students prepare a breakfast menu and develop a list of businesses necessary to provide the food listed on the menu.	<u>NEEDS</u>: What individuals require to satisfy a drive state/ disequilibrium <u>WANTS</u>: Items individuals would like to have but which are not necessary for survival Telephone/city directory Bulletin board display illustrating the flow of goods and services between producers and consumers
B. Business and the Canadian Economy The student should be able to: 1. understand the basic concepts of our economic system:	Discuss the following basic concepts of our economic system: private property, profit and competition.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
a) explain the basic concepts of our economic system;	Explain and define the basic concepts. Discuss the relationship of these basic concepts to producers and consumers. Invite a guest speaker from business/Chamber of Commerce to describe the effect of our economic system on the school, the community, and each person's life as a consumer, a producer, and a citizen.	PRIVATE PROPERTY: A term used for ownership by individuals and businesses PROFIT: A term used for the income remaining after payment of costs and expenses COMPETITION: A situation that occurs when two or more businesses try to sell the same type of product to the same customer or market segment
b) identify goods and property that can be owned by individuals, business, and government;	Discuss and have the students prepare a list of goods and property owned by individuals, business, and government. Have the students prepare charts and/or collages to illustrate the goods and property owned by individuals, business, and government.	Bulletin board display
c) explain the purpose and the importance of profit;	Explain the relationship of profit to owning and using property and producing goods. Encourage the students to discuss why profit occurs and how businesses use profits.	
d) describe how competition benefits both business and consumers;	Discuss the benefits of competition for, and the influence of competition on, business and consumers. Debate the question, "Does competition help the consumer?" Organize a panel to discuss the topic: "Competition: A Regulator of Price and Quality."	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
e) identify and explain the factors of production;	Have the students identify through discussion/ research what items a business needs to produce goods and services. Explain the relationship of the factors of production to business and consumers.	Poster/chart of the factors of production FACTORS OF PRODUCTION 1. Natural resources (Land) 2. Labour 3. Capital 4. Management (entrpreneurship)
f) list examples of the factors of production used in local businesses;	Have the students define and prepare a list of examples of each of the factors of production.	NATURAL RESOURCES: Land, water, trees, and minerals LABOUR: All human endeavour CAPITAL: Money and manufactured goods required to produce other goods MANAGEMENT: The term used for the owners and executives of a business
g) list the benefits and disadvantages of our economic system;	Have the students list and discuss the benefits and disadvantages of our economic system. Prepare a poster/chart to illustrate the advantages and disadvantages. Discuss the relationship of these advantages/ disadvantages to the consumer and producers. Discuss the necessity for our economic system to balance man's needs (consumer wants and needs) with natural resources.	BENEFITS OF OUR ECONOMIC SYSTEM 1. Freedom 2. Efficient use of resources 3. New products 4. Quality and price 5. (Other)

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Have the students debate or prepare a report to answer these questions: 1. Which natural resources are in danger because of short supply? pollution? 2. Which human and capital resources should we use to help preserve the balance between man and nature?	DISADVANTAGES OF FREE ENTERPRISE 1. Waste of resources 2. Lack of consumer knowledge 3. Unhealthy products 4. (Other)
2. develop an awareness of the forms of business organization:	Use an awareness approach rather than an in-depth approach for this section. Emphasize the following: - the size of a business organization depends upon the product or service produced or the market serviced, the amount of capital required, and the production process needed; - each type of business organization fits a particular need. Indicate that the size of the business determines the form of a business organization.	
a) explain the types and characteristics of business organizations;	Have the students list and define the types of business organizations. Explain the characteristics of each type of business organization.	TYPES OF BUSINESS ORGANIZATIONS 1. Sole proprietorship 2. Partnership 3. Corporation: private, public, crown 4. Cooperative
	Survey or have the students survey local businesses to find out how they are organized, what form of business organization they now have, what form they had when they were organized, how long they have operated in the present location, what products they manufacture or distribute, what training and experience a person should have before starting a business, etc.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
b) list and discuss the advantages and disadvantages of each type of business organization;	Discuss the advantages and disadvantages of each type of business organization. Use a simple approach. Have the students prepare charts/posters of the advantages and disadvantages of each type of business organization. Prepare transparencies of the advantages and disadvantages of each type of business organization.	ADVANTAGES OF A SOLE PROPRIETORSHIP 1. Owner makes all the decisions. 2. Owner receives satisfaction and profits. 3. Owner usually knows customers and employees. 4. Owner may sell out or quit at any time.
		DISADVANTAGES OF A SOLE PROPRIETORSHIP 1. Owner is responsible for a variety of duties. 2. Owner is responsible for all losses. 3. Owner may have too little money capital, limited skills, etc. 4. Sole proprietorship has limited life.
	Indicate that the Partnership Act contains regulations for the formation of a partnership.	ADVANTAGES OF A PARTNERSHIP 1. More capital to invest in the business 2. More skills brought to the business 3. Easier to obtain credit from suppliers and loans from financial institutions

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		DISADVANTAGES OF A PARTNERSHIP 1. Each partner has unlimited liability for losses and debts. 2. Partners may disagree. 3. Partners may have a small amount of capital to invest. 4. Partnership may lack continuity. 5. Death or retirement of one may disrupt the partnership.
	Explain that some corporations require many owners because the business requires large sums of money to buy land, equipment, buildings, and inventory. Point out that the Canada Business Coporations Act and the provincial Business Coporation Act contain regulations for the formation of a corporation.	ADVANTAGES OF A CORPORATION 1. More capital to invest 2. More skills available 3. Limited liability for owners 4. Death or withdrawal of some owners will not dissolve the corporation DISADVANTAGES OF A CORPORATION 1. Control not necessarily proportional to membership 2. Need for good management not always met 3. Double taxation 4. Costly to establish and operate
c) classify local/provincial businesses according to type of organization.	Have the students survey the community to determine if there are any businesses organized as sole proprietorships, partnerships, corporations, or cooperatives. Discuss the preparation of a community map of businesses, and have students prepare the map as a group project.	Telephone/city directory

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	The map could become the basis for the discussion of such questions as, What does each of the business firms do? Are the firms primarily engaged in manufacturing, wholesaling, retailing? What firms have gone out of business in the last few years? Why do you think they went out of business? What new businesses seem to be needed in the area? Why? What business may not be needed?	
3. demonstrate an understanding of the nature of business:		
a) explain the three categories;	Identify and discuss the following three categories of industry: - primary industry; - secondary industry; - tertiary industry.	INDUSTRY: A cluster of businesses producing similar or related products or services PRIMARY INDUSTRY: The specific term for the taking of raw materials from land or water SECONDARY INDUSTRY: The industry that changes raw materials into producer/capital goods or semi-finished consumer goods
b) identify local examples of the three categories of industry; c) explain the interdependence of the three categories of industry;	Have the students prepare lists of primary, secondary, and tertiary industries located in in the local community. Discuss the interdependence of these categories of industry. Explain the concept of specialization, assembly-line techniques, and the components developed as an integral part of a final product. Emphasize the relationship of the three types of industries in the manufacture of an automobile, tractor, etc.	TERTIARY INDUSTRY: The industry that provides finished goods and services to consumers, government, other businesses

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
4. demonstrate an understanding of the classification of business activities by function:	Discuss and explain the functions of business common to most manufacturing businesses. Indicate that some of these functions are common to other types of businesses.	
a) identify and explain the common functions of business;	Discuss the common functions of business.	<u>FUNCTIONS OF BUSINESS</u> 1. Production 2. Marketing 3. Accounting 4. Personnel 5. Communication 6. Research and design 7. Other
b) identify the functions of business in a local business;	Arrange a field trip to a local business to view and to discuss some or all of the functions of business.	
c) describe the relationship of each function of business to the other functions.	Explain and illustrate the relationship among the functions of business. Have the students prepare posters, bulletin board displays, collages, slides and cassettes to illustrate each of the functions and their interdependence.	Transparency Master 2, "Functions of Business"
II. PRODUCTION FUNCTION		
A. Stages of Production		
The student should be able to:		
1. define the production function;	Discuss and illustrate the production function.	<u>PRODUCTION:</u> Creating more utility in goods and services
2. describe the stages of production in a business.	Explain and discuss the following stages of production: purchasing, processing, and grading.	<u>PURCHASING:</u> The buying of materials and supplies

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Have the students discuss the relationship of the factors of production to the function of production and to the stages of production.	PROCESSING: The converting of goods or services to a more refined state GRADING: Determining or evaluating the quality of goods produced
III. MARKETING FUNCTION A. Functions of Marketing The student should be able to: 1. define the marketing function;	Discuss the marketing function. Have the students choose a product and list the marketing activities that take place in getting the produce to the consumer.	MARKETING: The process of distributing goods and services OR the process of moving goods from producers to consumers
2. list and explain the functions of marketing;	Make a list of the marketing functions on the chalkboard. Have the students give examples from the local community of each of the marketing functions. Have students form groups, and have them arrange a bulleting board display of the functions of marketing.	FUNCTIONS OF MARKETING 1. Packaging 2. Storing 3. Transporation 4. Advertising and display 5. Market research 6. Methods of selling 7. Buying 8. Financing 9. Wholesaling 10. Risk-bearing

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
3. explain the relationship of the marketing principles and functions to business and to the consumer.	Discuss how businesses use each of the marketing functions and how the consumer may be influenced by each of the functions. Explain that each function increases the cost of an item.	
B. Marketing Methods The student should be able to:		
1. identify and explain the channels of distribution;	Discuss and explain the following methods of marketing: - one-step marketing; - two-step marketing; - three-step marketing.	ONE-STEP MARKETING: Distributing goods from producer to consumer TWO-STEP MARKETING: Distributing goods from producer to consumer THREE-STEP MARKETING: Distributing goods from producer to wholesaler to retailer to consumer
2. demonstrate an understanding of the relationship of the standard of living to the marketing system.	Emphasize that our system of marketing goods enables people to have a higher standard of living than would be possible otherwise.	IMPORTANCE OF MARKETING SYSTEM 1. Brings people goods and services they cannot produce 2. Makes available to people the kinds of goods and services needed when they need them 3. Brings goods to places where people can buy them conveniently

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
C. Buying Decisions The student should be able to: 1. demonstrate an understanding of and identify the factors influencing buying decisions;	Discuss the idea that buying is related to both business and consumer. Explain and discuss the influence of advertising, sales promotion, and selling on buying decisions.	
2. develop an awareness of the necessity for the consumer to increase competence in the market system;	Provide case studies, articles from newspapers and periodicals.	Newspapers, periodicals Television programs such as "Market Place"
3. explain how to increase consumer competence in the market system.	Discuss rules for buying wisely. Use case studies, and have students supply examples of costly mistakes resulting from not following the buying rules.	<u>RULES FOR BUYING</u> 1. Take time to buy. 2. Look for genuine sales. 3. Avoid impulse buying. 4. Examine the product. 5. Buy from a trustworthy merchant. 6. Learn brand names. 7. Study labels on merchandise. 8. Compare prices and services.
D. Market Research The student should be able to:		
1. explain the purpose and methods of market research	Define <u>market research</u>. Explain how market research provides a logical basis for determining the utilization of re-resources. Discuss the use of market research by business to determine the following: - what to produce; - where to sell products and services - how to persuade people to buy.	<u>MARKET RESEARCH</u>: The term used to describe methods of gathering information about the best ways of presenting products to potential customers, the nature of potential customers, and the likelihood of potential customers buying the goods/services

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Discuss the following methods of research and their relationship to the consumer: - consumer surveys (telephone, mail, interviews); - advertising research (reactions of sample group to advertising); - research agencies (reactions of consumer to packaging and press). Have the students conduct market research on products for the school cafeteria, school marketing store, or school project and document the results by preparing a research report.	
IV. ACCOUNTING FUNCTION A. Financial Planning The student should be able to: 1. understand and explain the need for individuals, businesses, and governments to make financial plans;	Emphasize and explain the following: - Individuals need to make financial plans to live within their income, to buy wisely, to use properly those things bought, to plan contributions and savings. - Businesses need to make financial plans to decide what goods to produce to make profits, to determine where to sell their products, to decide where to buy raw materials, and to decide how many employees to hire. - Governments need to make financial plans to decide what to produce, for whom to produce, when to produce, why to produce, and how to distribute goods and services.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. identify and explain the steps in financial planning;	Discuss and list the steps in financial planning.	STEPS IN FINANCIAL PLANNING 1. Estimate income 2. Estimate fixed expenses 3. Estimate investment/savings 4. Estimate variable expenses - gifts - emergencies - entertainment - cost of goods sold
3. explain the relationship between financial planning and the standard of living.	Have students prepare a personal budget to estimate their income, expenses, and savings. Discuss how the savings can be used to invest in a higher living standard or to serve as collateral for borrowing to raise one's standard of living.	
B. Financial Records The student should be able to:		
1. develop the ability to organize financial information and records for individuals, families, and organizations;	Discuss the importance of the budget, the income statement, and the balance sheet in preparing money management plans.	Examples of budget forms Examples of income statements and balance sheets
	Use the income statement and the balance sheet for discussing such questions as: How can these statements be used by individuals in purchasing insurance? obtaining credit? adjusting the budget? preparing income tax returns?	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. apply the concepts of financial planning.	Have the students review copies of several budget forms. Compare the various forms, considering such factors as ease of preparation, time required for preparation, and frequency of recording. Review the various budget plans. Have the students design a budget plan that they think would be workable for a family or an individual.	Bulletin board display of budget forms Money Management Kit: Your Money Matters Booklet, and the Teacher's Guidebook available from the Royal Bank of Canada, Public Relations Department, Head Office, P.O. Box 6001, Montreal, Quebec H3C 3A1 Classroom Money Management Kit, "Making Ends Meet," Money Management: A Resource Kit for Teaching Consumer Education are available from the Department of Education Library, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
V. PERSONNEL FUNCTION A. Personnel Selection The student should be able to: 1. develop an awareness of the relationship between a business and its employees;	Explain why the success of a business depends greatly on the employees of the business. Have students discuss instances of people being happy and/or unhappy on the job. Discuss why these cases exist.	
2. identify and explain the duties of a personnel department.	Discuss and have the students prepare a list of the duties of a personnel department. Invite a personnel manager to speak to the class about such topics as: personnel services, obligations of the employee, applications, and interviews.	PERSONNEL DEPARTMENT: The department responsible for servicing employees

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
VI. COMMUNICATIONS FUNCTION		
A. Purpose		
The student should be able to:		
1. define <u>communication</u>;		<u>COMMUNICATION</u>: The process of sending and receiving information
2. identify the need for and the purpose of communication.	Discuss the importance of and the reasons for communication. Emphasize the need to ensure the congruence between messages sent and perceptions of the receiver.	
B. Methods of Communication		
The student should be able to:		
1. identify the methods of communication.	Have the students prepare a list of methods of communication used by businesses.	<u>METHODS OF EXTERNAL COMMUNICATION</u> 1. Post Office 2. Telephone 3. Courier systems 4. Computer terminals 5. Electronic mail 6. Satellites 7. Radio 8. Telegrams
	Have the students prepare either a poster, collage, bulletin board display, or report to illustrate the concept that effective communication is the key to a successful business. Provide students with a simple communications model to show: sender, message, medium, receiver, and feedback to sender.	<u>METHODS OF INTERNAL COMMUNICATIONS</u> 1. Letter 2. Memo 3. Telephone 4. Meeting 5. Notice 6. Bulletin 7. Conversation 8. Report

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
VII. MONEY AND BANKING A. Meaning and Value of Money The student should be able to:		
1. outline the historical development of systems of exchange;	Trace the evolution of trading from bartering to credit financing. Have a barter day. Ask each class member to bring something to trade. Devote part of the class period to having the students trade or attempt to trade the articles they brought. Discuss the difficulties the students encountered in their attempts to barter.	BARTERING: The exchange of goods and services by trading for other goods and services
2. identify the need for money in a modern economy;	Define money. Discuss and examine the different kinds of money. Note why money is needed and why there is a variety of money (coins, paper money, cheques).	MONEY: Something generally acceptable in exchange for goods and services; a medium of exchange
3. explain the nature and functions of money;	Identify and discuss the functions of money. Ask students or groups of students to prepare a poster/chart/bulletin board display illustrating the functions of money.	FUNCTIONS OF MONEY 1. Medium of exchange 2. Standard of value 3. Store of value 4. Standard of future payment 5. Measure of value
4. describe the factors that affect the true value of money;	Discuss the purchasing power of money and explain why the purchasing power changes. Identify the factors affecting the purchasing power of money.	PURCHASING POWER: The true value of money FACTORS AFFECTING MONEY VALUE 1. Inflation 2. Deflation 3. Demand and supply 4. Foreign involvement 5. International crises 6. Interest rates

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
5. explain the concepts of inflation and deflation:	Define and discuss inflation and deflation.	INFLATION: A period of generally rising prices DEFLATION: A period of generally decreasing prices
a) identify the causes of inflation;	Avoid attempting to teach all the causes of inflation. Explain the following: - inflation tends to occur whenever demand for goods and services is greater than supply; - increases in spending in turn increase demand and tend to add to the upward movement of prices.	
b) describe how inflation affects the purchasing power of money;	Emphasize that during inflation each dollar buys less and more money is needed to buy goods and services.	
c) outline the effect of inflation on the Canadian economy.	Have the students collect newspaper articles relating to inflation. Ask them to prepare a poster and/or a written summary of the articles.	Newspapers Business periodicals
B. Banks and Other Financial Institutions		
The students should be able to:		
1. develop an awareness of the importance of financial institutions to business and to consumers;	Emphasize that financial institutions are essential to the economy.	
	Outline some of the services provided by financial institutions to business and the consumer: - financial planning; - short-term and long-term borrowing; - deposits accepted; - savings encouraged; - money safeguarded.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. summarize the historical development of Canadian banking;	Trace the historical development of Canadian banking.	Encyclopedia "The Chartered Banks of Canada ...Their Role and Organization", available from The Canadian Bankers' Association, Box 282, Toronto Dominion Centre, Toronto, Ontario M5K 1K2
a) describe and explain the relationship between the Bank of Canada and the Canadian banking system;	Prepare a chart/poster/bulletin board display to show the relationship and responsibilities of the Bank of Canada and the branch banks.	
3. describe the organization of the branch banking system:	Prepare a chart to illustrate the branch banking system.	
	Compare branch banking and unit banking systems.	
a) list and explain the advantages of branch banking;	Discuss the advantages of branch banking.	ADVANTAGES OF BRANCH BANKING 1. Same banking services available throughout Canada 2. Risks reduced because banks can diversify or spread out loans 3. Support by expertise and services of the head office of the bank 4. Provision of career training for bank personnel
4. identify and explain the purposes of financial institutions other than banks;	Have the students list other financial institutions. Discuss reasons for their formation.	OTHER FINANCIAL INSTITUTIONS 1. Trust companies 2. Credit unions 3. Mortgage companies 4. Life assurance companies 5. Other

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
5. list and describe the major services offered by Canadian financial institutions;	Obtain information about their services from banks, trust companies, and credit unions. Have students compare these services. Identify and have the students complete the banking forms related to these services.	 Bulletin board display of forms
6. define EFTS and describe the operation of some of the current automated banking services.	Discuss the automated banking services. Have the students prepare a report on automated banking services.	EFTS: Electronic Funds Transfer System
C. Investing and Saving The student should be able to:		
1. identify and explain the reasons for saving money;	Discuss the reasons for short-term saving and long-term saving.	REASONS FOR SAVING 1. Emergencies 2. Future needs and security 3. Peace of mind 4. Collateral for loans
2. identify and describe the types of saving plans;	Have the students research information and prepare a report about the types of saving plans available from financial institutions.	Bulletin board display
3. identify and compare the features of stocks and bonds;	List and discuss the basic characteristics of stocks and bonds. Arrange a trip to a stock exchange.	TYPES OF INVESTMENT 1. Common stock 2. Preferred stock 3. Corporate bonds 4. Saving bonds

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
4. list and describe the criteria of a good investment;	Stress the advantages of investing and saving. Discuss the criteria for investments. Have students discuss the relationship between risk and the amount of return on the investment.	CRITERIA FOR INVESTMENTS 1. Safety of the investment 2. Assurance of income (interest or dividends) 3. Liquidity (ease of converting to cash) 4. Growth of investment (chance of investment increasing)
5. compare and evaluate the differences between investing and saving;	Define investment and savings.	INVESTMENT: Money put into something for the purpose of earning income SAVINGS: The difference between money earned and money spent
6. explain the importance of the investment and saving function in our economic system.	Discuss with students the Business Consumer Model studied at the outset of the course. Reveal how savings and investment cause the model to expand.	Transparency Master 1, "Business Consumer Model"
VIII. CONSUMING		
A. The Consumer and Spending		
The student should be able to:		
1. develop an awareness of the need to spend wisely;	Emphasize the following points: - buying skill can extend a consumer's purchasing power; - buying skill consists of practices that make wise use of money, time, and energy; - buying skill is making sound decisions about what to buy, what quality to buy, where to buy, and when to buy.	Case studies

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. identify factors that influence spending;	Discuss the factors that influence spending. Have the students indicate which factors are most important.	FACTORS THAT INFLUENCE SPENDING 1. Needs and wants 2. Income 3. Custom 4. Advertising 5. Price 6. Availability of goods 7. Sales promotions
3. develop an awareness of the necessity shopping by comparison;	Have the students develop a comparison shopping guide to use in selecting goods.	Transparency Master 3, "Comparison Shopping Report Form"
4. develop an understanding of the need for individuals, businesses, and governments to conserve resources;	Discuss the responsibilities of individuals, businesses, and governments to conserve resources. Emphasize the need for conservation of renewable and non-renewable resources. Have the students collect and review articles from newspapers and periodicals and prepare a report on conservation of resources.	Bulletin board displays Newspapers, periodicals
5. explain the function of the Universal Product Code;	Have students bring examples of the Universal Product Code to class. Emphasize the following: - the first five numbers and black bars identify the manufacturer; - the second set of five numbers and bars identifies the product (name, colour, size flavour, etc.).	UNIVERSAL PRODUCT CODE A system of product identification consisting of a series of vertical bars and numbers
6. describe the influence, cost, benefits, and disadvantages of metrication to consumers.	Discuss metrication, signs of conversion to the metric system, advantages and disadvantages of metrication, and consumer reaction to metrication.	METRICATION: A word that describes the change from the imperial system of weights and measures (feet, pounds, miles) to one based on the metric system (metres, grams, kilometres).

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
B. Consumer Aid from Government The student should be able to:		
1. understand and describe the role of government in role of government in consumer protection;	During a discussion about consumer protection, emphasize the need for as well as the different kinds of consumer protection, the sources of consumer information for use in buying, and the fact that consumer laws require business-like practices to help prevent misunderstanding. Have students list and describe the agencies associated with each level of government and prepare a report outlining the work of each agency. Appoint committees to prepare a display of sources of information. Arrange a consumer awareness fair.	FEDERAL GOVERNMENT AGENCIES 1. Consumer and Corporate Affairs Canada 2. Agriculture Canada 3. Health Protection Branch of Health and Welfare Canada PROVINCIAL GOVERNMENT AGENCY 1. Consumers' Bureau
2. explain the protective features of the laws;	Discuss the laws and their protective features.	
3. recogize the consumer remedies under federal, provincial and municipal laws.	Discuss and list the remedies to be found under each area of jurisdiction.	
C. Consumer Aid from Private Organizations The student sould be able to:		
1. identify and list sources of consumer information;	Have the students collect, prepare a bibliography, and build a bulletin board display of sources of consumer information.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. describe the role of agencies and sources of consumer protection;	Invite guest speakers from agencies. Contact agencies for information about consumer protection. Have students build a file from the literature available from these agencies.	PRIVATE ORGANIZATIONS 1. Consumers' Association of Canada 2. Better Business Bureau 3. Canadian Standards Association 4. Consumers' Union 5. Consumers' Research 6. Business organizations
	Identify print and non-print media which provide information for consumer protection (specialized magazines, newspapers, radio and television).	
3. compare the advantages and disadvantages of consumer buying guides;	Discuss the advantages and disadvantages of consumer buying guides. Have the students bring examples of consumer buying guides to class and research specific items of interest to them.	
4. develop the ability to use consumer information;	Discuss the use of consumer information when purchasing and using goods and services. Have the students read a recent issue of Canadian Consumer or Consumer Reports and prepare a report of a product test. The report should contain the following information: - type of product tested; - nature of tests conducted; - significant results by brand names; - relationships, if any, between price and quality.	Canadian Consumer Consumer Reports

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
5. analyze the roles of business organizations and consumer groups in relation to consumer protection.	Have the students discuss and prepare a sequence of remedies for addressing complaints. Search newspapers for a case study of a valid complaint.	SEQUENCE OF REMEDIES 1. Contact vendor for repair/replacement. 2. Contact private agency that deals with the area of concern. 3. Contact the government agency that deals with the area of concern. 4. Take the matter to the Courts.
IX. ROLE OF CREDIT A. Credit The student should be able to:		
1. understand the importance and the function of credit in business and personal finance:	Explain the development of credit in our economy: - credit is available to most consumers for almost anything; - credit is a selling tool in the consumer goods market and is used for sales credit as well as loan credit; - credit is important to business and industrial firms as well as local, provincial, and federal governments; - credit affects total spending.	
a) define the term credit;	Discuss and define the term credit.	CREDIT: A privilege that allows one to purchase something now and pay for it later OR the means of obtaining something of value for the promise to pay at some future time Credit: A Consumer Resource, kit available from the Department of Education Library, Main Floor, 1181 Portage Ave., Winnipeg, Manitoba R3G 0T3

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. identify the examples of credit available to consumers, business, and government;	Have the students conduct research to identify the types of credit available to consumers, business, and government. Prepare a poster/ bulletin board display of the types of credit.	
3. identify and explain the advantages and disadvantages of using credit.	Explain how consumers, business, and government use credit. Have a classroom discussion on the advantages and disadvantages of using credit.	ADVANTAGES OF CREDIT 1. Credit is a convenience. 2. Credit allows immediate use of goods. 3. Credit may improve the standard of living. 4. Credit may save money. 5. Credit customers may receive better service. 6. Credit used wisely is a basis for establishing a credit rating. DISADVANTAGES OF CREDIT 1. Credit is a temptation to overbuy. 2. Credit uses up purchasing power (interest charges). 3. Credit may be habit forming. 4. Credit ties one down to obligations.
B. Consumer Credit The student should be able to:		
1. identify the sources of consumer credit:	Discuss and prepare a list of sources of credit available to the consumer. Have students discuss where they see credit used. Explain the two main types of credit: sales credit and cash credit.	On the Dotted Line, kit available on a loan basis from the Department of Education Library, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Prepare a chart/transparency of the sources of credit.	SOURCES OF CREDIT 1. Banks 2. Trust companies 3. Credit unions 4. Consumer loan companies 5. Insurance companies 6. Credit cards
a) identify and explain the kinds of credit available from the various sources of credit;	Explain and list the kinds of credit available from banks, trust companies, credit unions, consumer loan companies, insurance companies, and retail organizations. Have students request credit applications from these sources for a bulletin board display.	
b) evaluate the sources and the kinds of credit;	Compare the sources of credit and the kinds of credit.	
2. develop an understanding that credit is a service for which consumers must pay:	Explain, by referring to the definition of credit, that credit is a privilege/service for which consumers, businesses, and governments must pay. Discuss the way in which consumers pay for credit.	The Price of Credit, kit available on a loan basis, from the Department of Education Library, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3.
a) identify the factors affecting the cost of credit;	Discuss the factors that influence the cost of credit.	FACTOR IN COSTS OF CREDIT 1. Charges to cover lender's costs 2. Amount borrowed 3. Interest charges 4. Time of loan 5. Security offered 6. Economic conditions 7. Foreign exchange rate 8. Terms of repayment
b) compute the costs of different types of credit;	Compare cash credit to sales credit on the basis of cost.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
c) compare the costs of different types of credit;	Have the students calculate the actual cost of purchasing a car, a television, or a stereo using different types of credit schemes (bank loan/GMAC, etc.).	Newspapers Textbook cases
3. evaluate the various types of credit.	Explain the advantages of the different types of credit.	
C. Establishing and Maintaining Credit		
The student should be able to:		
1. understand the importance of the wise use of credit:	Explain, with illustrations, that credit used wisely can help an individual; used poorly, it causes financial difficulty.	
a) outline the proper procedures for obtaining credit;	Discuss and list the procedures for obtaining credit. Obtain examples of credit application forms for students to study and compare.	<u>PROCEDURES FOR OBTAINING CREDIT</u> 1. Completion of an application form 2. Investigation of the applicant by the lender 3. Evaluation of the application by the lender
b) identify and explain the factors affecting a credit rating of a consumer;	Emphasize the three factors used to evaluate a credit application. Discuss and define each of the factors. Appoint students to prepare a poster or series of posters illustrating the three "C's" of credit.	<u>FACTORS FOR ESTABLISHING A CREDIT RATING (3 C'S)</u> 1. Character of the applicant 2. Capacity to repay based on potential 3. Capital in the form of assets <u>CHARACTER</u>: financial personality <u>CAPACITY</u>: financial ability to pay a debt <u>CAPITAL</u>: financial value or worth of the applicant

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
c) understand the effect of repayment of debts on future spending;	Discuss the maintaining of a good credit rating by living up to the repayment terms.	
	Have students research the purpose of the credit bureau.	CREDIT BUREAU: A business that keeps the credit records of all people who borrow in a particular region
2. demonstrate the ability to select the appropriate kind of credit;	Have students determine how they would decide whether or not to use credit to buy some particular item. Arrange for guest speakers/panel discussions to discuss the topic, "Selecting the Appropriate Kind of Credit."	
3. develop an awareness of credit and a cashless society	Discuss the place of credit cards and computers in the transfer of money. Tour a local bank using computerized systems.	
	Refer to the IDA project developed by the Manitoba Telephone System.	
X. INSURANCE A. Insurance and Risk Protection The student should be able to:		
1. develop an understanding of economic risks:	Discuss the concept of economic risk and its relationship to insurance.	ECONOMIC RISK: The possibility of a money loss INSURANCE: A way of sharing economic losses
a) explain the concept of risk-sharing through insurance;	Explain the principle of insurance and the concept of paying premiums to share economic risk.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
b) list the types of risks that can be insured.	Discuss with students the types of risks people face and the methods of protection against losses. Have the students list items of value they would want to protect. Discuss how much it would cost to protect those items.	PREMIUM: A payment for insurance protection based upon risk
B. Kinds of Insurance The student should be able to:		
1. develop an awareness of the different kinds of insurance;	Have the students bring to class clippings from newspapers and magazines describing cases in which someone has suffered an economic loss. Conduct a discussion on the cases so that students become aware of the need for insurance protection against the type of loss incurred.	
2. identify the kinds of insurance;	List the common types of insurance available in our society.	TYPES OF INSURANCE 1. Life and health insurance 2. Property insurance 3. Annuities
3. identify the need for each type of insurance protection.	Explain the variations in the element of risk and the extent of loss for each type of insurance. Prepare a bulletin board display to illustrate the various types of insurance and loss.	
XI. LAW		
A. Contracts The student should be able to:		
1. understand the importance and the prevalence of contracts;	Explain that one of the basic freedoms to which individuals are entitled in our economic system is the freedom of contract. Emphasize that an individual enters into many contracts as a normal part of everyday living.	FREEDOM OF CONTRACT: The right to make binding contracts

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. define a contract;	Discuss and define a contract.	CONTRACT: A binding agreement between two or more parties
3. identify the types of contracts;	Have the students give examples of contracts most people get involved in on a daily basis. Ask students to prepare a display regarding the contracts that they have made with their parents, the school, and any businesses. List and explain the types of contracts.	TYPES OF CONTRACTS 1. Implied contract 2. Oral contract 3. Written contract
4. identify and explain the elements of a contract;	Discuss the elements of a contract that validate the contract.	ELEMENTS OF A CONTRACT 1. Offer 2. Acceptance 3. Consideration 4. Competent parties 5. Legality 6. Capacity
5. develop an awareness of the remedies for breach of contract.	Explain the term breach of contract. Discuss the assistance and remedies available for breach of contract. Emphasize the importance of obtaining legal advice.	BREACH OF CONTRACT: A situation in which one of the parties fails to fulfill part of the contract
XII. LABOUR		
A. Growth and Role of Organized Labour		
The student should be able to:		
1. develop an awareness of the reason for the growth of organized labour;	Discuss the terms labour and organized labour. Explain the reason for the development of labour unions.	LABOUR: All workers ORGANIZED LABOUR: Workers who belong to unions

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Describe how employment trends have affected the occupations of the labour force.	LABOUR UNION: An organization that represents a group of workers in bargaining with their employers
2. explain the role of organized labour:	Identify and explain the benefits organized labour has brought and continues to bring its members. Are there disadvantages?	
a) describe the collective bargaining process;	Outline the collective bargaining process. Discuss the steps. Invite a guest speaker from a union organization to speak to the class.	COLLECTIVE BARGAINING: The process by which organized workers reach agreement with their employers through the representatives of organized labour
b) explain the influence of organized labour on legislation.	Discuss how organized labour influences the passing of legislation related to workers.	POLITICAL LOBBY: A group of people who concentrate on writing and talking to politicians in hopes of influencing legislation
XIII. GOVERNMENT		
A. Role of Government		
The student should be able to:		
1. identify and explain the role of government;	Emphasize that governments are essential to the smooth operation of the economy, and that government, business, labour, and the general public are interdependent.	FUNCTIONS OF GOVERNMENT 1. Production of goods and services 2. Upholding of our basic democratic principles and freedoms
	Discuss the basic functions of all levels of government in our economic system.	
2. identify the three levels of government.	List and explain the major responsibilities of the three levels of government. Have students research the responsibilities of each level of government and present their findings to the class.	LEVELS OF GOVERNMENT 1. Federal government 2. Provincial government 3. Municipal government

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
B. Government and Business The student should be able to: 1. explain the relationship of the three levels of government to business.	Explain how business and government are interdependent through government purchases of goods and services. Discuss the ways in which governments assist business. Have the students prepare a list of three important goods and services provided by each of the three levels of government.	GOVERNMENT ASSISTANCE TO BUSINESS 1. Provides services used by business 2. Provides loans and other financial and management assistance
C. Government and Consumers The student should be able to: 1. identify the services that the government provides to consumers.	Discuss the interdependence of government and consumers. Have the students prepare a chart/bulletin board display to illustrate the services government provides for consumers.	
D. Financing Government The student should be able to: 1. develop an awareness of the cost of government;	Explain that all the services provided by government cost money. Point out that businesses and consumers share the responsibility for paying for the services of government. Have students trace the flow of money from businesses and consumers to governments.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. identify sources of government revenue;	Discuss the sources of government revenue. Have the students match revenue to the services provided. List the types of fees and taxes.	SOURCES OF GOVERNMENT REVENUE 1. Fees for government services 2. Taxes 3. Loans 4. Bond issues 5. Other
3. list examples of government expenditures.	Explain and have the students prepare a list of government expenditures.	

CORRELATION OF COURSE CONTENT WITH SUPPORT MATERIALS

APPROVED TEXTBOOKS

COURSE CONTENT	Treliving, J. T., et al. General Business and Consumer Fundamentals. 2nd ed., SI Metric	Murphy, T., et al. The World of Business: A Canadian Profile
I. BUSINESS SYSTEMS		
A. Business and the Individual	Unit 1	Chapter 1 - Units A, B, C
B. Business and the Canadian Economy	Unit 2	Chapter 2 - Units A, B, C
II. PRODUCTION FUNCTION		
A. Stages of Production	Unit 1 - Part 2	Chapter 2 - Unit C
III. MARKETING FUNCTION		
A. Functions of Marketing	Unit 1 - Part 3, Unit 3 - Parts 8 - 9	Chapter 3 - Units A, B, C
B. Marketing Methods	Unit 1 - Part 3, Unit 3 - Parts 8 - 9	Chapter 8 - Units B, C
C. Buying Decisions	Unit 1 - Part 3, Unit 3 - Parts 8 - 9	
D. Market Research	Unit 1 - Part 3, Unit 3 - Parts 8 - 9	
IV. ACCOUNTING FUNCTION		
A. Financial Planning	Unit 3 - Parts 10, 11, 12, 13	Chapter 4 - Units A, B, C
B. Financial Records	Unit 9 - Part 39	Chapter 12 - Unit B
V. PERSONNEL FUNCTION		
A. Personnel Selection		Chapter 2 - Unit C
VI. COMMUNICATIONS FUNCTION		
A. Purpose	Suggested Resources	Chapter 2 - Unit C
B. Methods of Communication		

APPROVED TEXTBOOKS

COURSE CONTENT	Treliving, J. T., et al.	Murphy, T., et al.
VII. MONEY AND BANKING		
A. Meaning and Value of Money	Unit 2 - Part 7	Chapter 7 - Unit A
B. Banks and Other Financial Institutions	Unit 5 - Parts 20, 21, 22, 23, 24	Chapter 7 - Unit C
C. Investing and Saving	Unit 6 - Parts 25, 26, 27, 28	Chapter 7 - Unit B
VIII. CONSUMING		
A. The Consumer and Spending	Unit 3 - Parts 8, 9, 10, 11, 12, 13	Chapter 8 - Units A, B
B. Consumer Aid from Government	Unit 8 - Part 36	Chapter 8 - Units B, C
C. Consumer Aid from Private Organizations	Unit 8 - Part 37	Chapter 8 - Units B, C
IX. ROLE OF CREDIT		
A. Credit	Unit 4 - Parts 14, 15, 17	Chapter 9 - Units A, B, C
B. Consumer Credit	Unit 4 - Parts 15, 16, 18	Chapter 9 - Units A, B, C
C. Establishing and Maintaining Credit	Unit 4 - Parts 16, 18, 19	Chapter 9 - Units A, C
X. INSURANCE		
A. Insurance and Risk Protection	Unit 7 - Part 29	Chapter 10 - Unit A
B. Kinds of Insurance	Unit 7 - Parts 30, 31, 33, 34, 35	Chapter 10 - Units A, B, C
XI. LAW		
A. Contracts	Unit 8 - Part 38	Chapter 11 - Unit A

APPROVED TEXTBOOKS

COURSE CONTENT	Treliving, J. T., et al.	Murphy, T., et al.
XII. LABOUR		
A. Growth and Role of Organized Labour	Unit 10 - Part 41	Chapter 13 - Unit C
XIII. GOVERNMENT		
A. Role of Government	Unit 2 - Part 6	Chapter 12 - Unit A
B. Government and Business	Unit 9 - Parts 39, 40	Chapter 12 - Units A, B, C
C. Government and Consumers	Unit 9 - Parts 39, 40, Unit 11 - Part 42	Chapter 12 - Unit C
D. Financing Government	Unit 9 - Parts 39, 40	Chapter 12 - Unit B

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"Business Education Forum". National Business Education Association, 1906 Association Drive, Reston, Virginia 22091

"Business Education World". Gregg Division, McGraw-Hill Book Co., 1221 Avenue of the Americans, New York, N.Y. 10020

"Consumer Publications". The Canadian Bankers' Association, Box 282, Commercial Union Tower, T.D. Centre, Toronto, Ontario M5K 1K2

"General Business Resource List". John Wiley and Sons, Ltd., 22 Worcester Road, Rexdale, Ontario M9W 1L1

"Journal of Business Education". Louise Dudley,
4000 Albermarle St., N.W. Washington, D.C. 20016.

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Education Association, 1906 Association Drive,
Reston, Virginia 20091.

Other Support Materials

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-Teacher's Guide
-Student Workbook

Treliving, J.T., et al. General Business and Consumer
Fundamentals. 2nd ed. Toronto: McGraw-Hill Ryerson, 1978.

-Student Activity Guide
-Teacher's Resource Book

Film Sources

Manitoba Department of Education Library, 1181 Portage Avenue
Winnipeg, Manitoba R3G 0T3

Film Library, Department of Industry and Commerce, Norquay
Building, Winnipeg, Manitoba

Public Relations Department, Manitoba Hydro, P.O. Box 815,
Winnipeg, Manitoba R2C 2P4

Filmstrip Sources

Manitoba Department of Education Library, 1181 Portage Avenue
Winnipeg, Manitoba R3G 0T3

Associated Industrial Films, 135 Peter Street, Toronto, Ontario

McGraw-Hill Ryerson Limited, 330 Progress Avenue, Scarborough,
Ontario M1P 2Z5

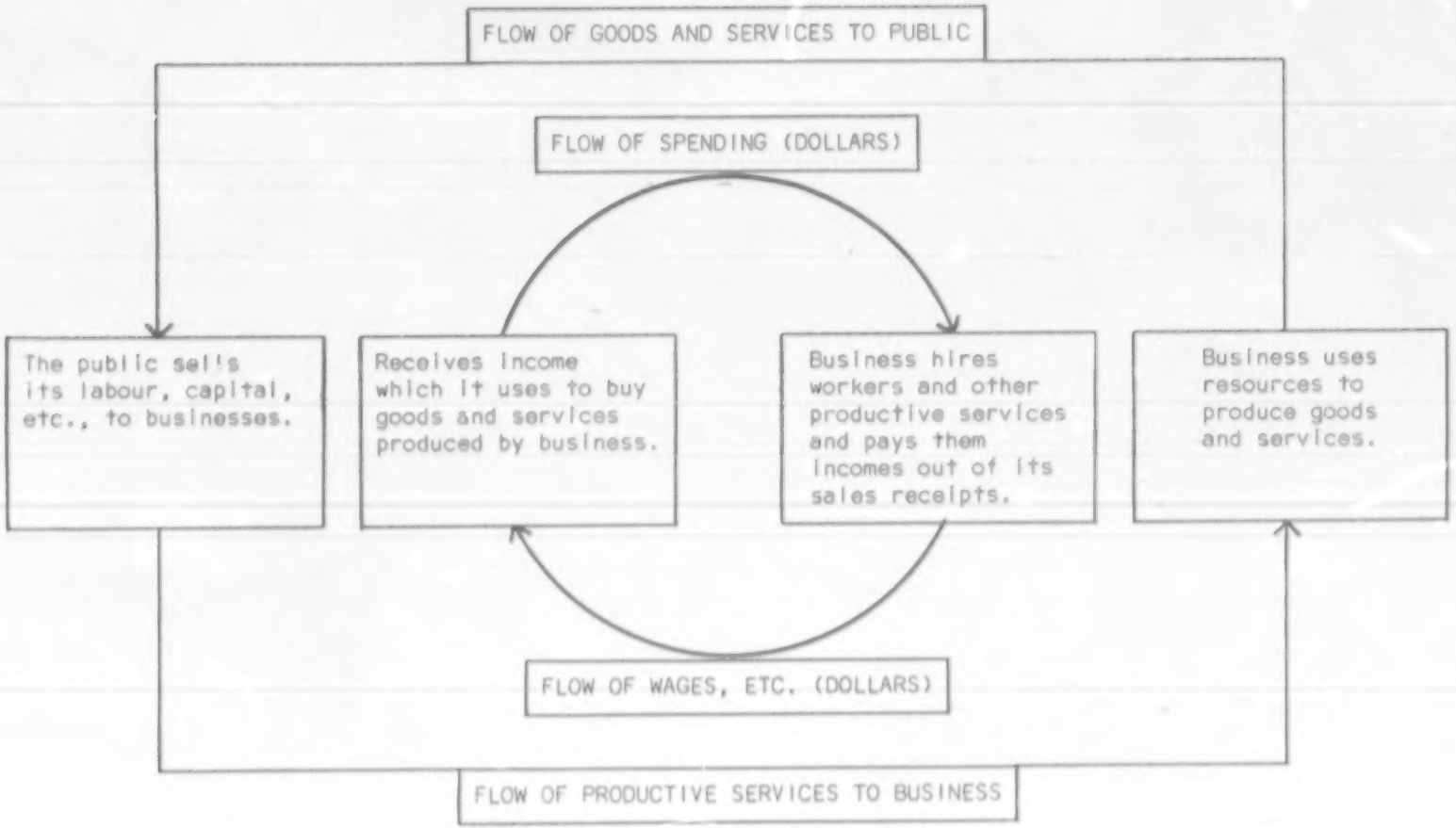
Other Sources

Newspapers - local and province-wide
Pamphlets from chartered banks, government departments, credit unions,
and other financial institutions and intermediaries

overhead

transparency masters

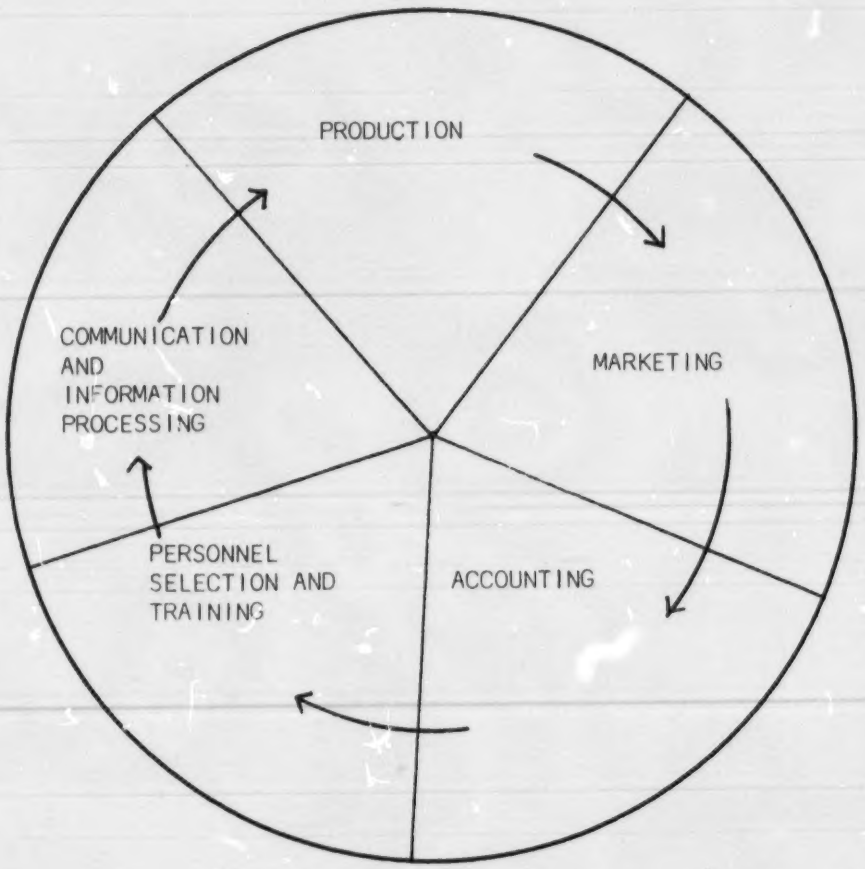
BUSINESS CONSUMER MODEL


FLOW OF GOODS AND SERVICES TO PUBLIC
FLOW OF SPENDING (DOLLARS)
PUBLIC SECTOR
The public sells its labour, capital, etc., to businesses.
Receives income which it uses to buy goods and services produced by business.
Business hires workers and other productive services and pays them incomes out of its sales receipts.
Business uses resources to produce goods and services.
PRIVATE SECTOR
FLOW OF WAGES, ETC. (DOLLARS)
FLOW OF PRODUCTIVE SERVICES TO BUSINESS

Money income gives rise to spending.

Spending evokes a matching flow of goods and services.

FUNCTIONS OF BUSINESS



TRANSPARENCY MASTER 2

COMPARISON SHOPPING REPORT FORM

Item	Brand	Prices		
		Store 1	Store 2	Store 3
Totals				

TRANSPARENCY MASTER 3